



Illinois State Board of Education

Accountability and Compliance Monitoring

Division of English Language Learning



Webinar Module Sequence

- Module 1: Federal Rules and Regulations
- Module 2: Identification and Screening of English learners
- Module 3: Transitional Bilingual Education (TBE) and Transitional Program of Instruction (TPI) Requirements
- Module 4: Educator Licensure Requirements
- Module 5: Grants and Funding
- **Module 6: Accountability and Compliance Monitoring**



Overview

- Compliance Monitoring
- Desktop Monitoring
- Title III Accountability



Accountability

- On-site Compliance Monitoring Visits
- Desktop monitoring – For more information about the Desktop Monitoring process, please refer back to Module 5: Grants and Funding
- Title III LIPLEPS: Annual Measureable Achievements Objectives (AMAOs) and District Improvement Plans (DIP)



On-site Compliance Monitoring—Purpose

- Gather data to determine if programs are in compliance with state and federal laws
- Provide technical assistance to improve the quality of the programs



Monitoring—Timeline before the visit

- 30 days prior
 - ISBE electronically notifies Superintendent and Program Director of visiting days (typically 2 days)
- 14 days prior
 - Districts must submit documents requested in the notification letter to ISBE **electronically**
- 7 days prior
 - Finalize visiting agenda
- 1 day prior
 - ISBE sends District list of requested students' files



Monitoring—Types of Documents Required

Information about:

- Attendance Centers
- Student demographics
- Teachers schedules and rosters
- Program-related, such as manuals, curriculum, list of instructional materials used, forms, etc.
- Professional development opportunities
- Parent engagement efforts



Monitoring—During the visit

- District meeting(s) with program director and other central administration staff
- Staff Interviews – select teachers and building administrators
- Parent interviews
- Review of student files
- Classroom visits (instructional space and instructional materials)



Monitoring—After the visit

- Within 35 calendar days after the visit, ISBE DELL will send a Monitoring Report to District Superintendent and Program Director electronically
- Within 45 calendar days after receiving this report, District will submit a Corrective Action Plan for each finding from the Monitoring Report to ISBE DELL **electronically**
- All Corrective Action Plans are subject to DELL's approval



Desktop Monitoring

- Annual grant application
- Districts must provide information about their programs and ways in which they intend to spend the funds:
 - TBE/TPI
 - Language Instruction Programs for Limited English Proficient Students (LIPLEPS)
 - Immigrant Education Program



Title III Accountability—AMAOs

Annual Measureable Achievement Objectives (AMAOs)—meeting yearly targets for:

- I: Progress
 - Students have made progress if their ACCESS for ELLs[®] (beginning in 2016, ACCESS for ELLs 2.0[®] will be administered) composite score has increased a .5 level (or student achieved the maximum score of 6.0)
- II: Proficiency
 - Percentage of students who have attained scores identified by ISBE as demonstrating English language proficiency
- III: Adequate Yearly Progress
 - Percentage of English learners meeting/exceeding standards on state assessments (PARCC)



Title III Accountability—DIPs

District Improvement Plans (DIPs):

- If a district fails to meet AMAOs for 2 or 3 consecutive years:
 - It must submit a District Improvement Plan to ensure that AMAOs are met in the future
- If a district fails to meet AMAOs for 4 or more consecutive years:
 - It must submit a District Improvement Plan (DIP) to ensure that AMAOs are met in the future
 - The plan must also address the modification of curriculum, program setup, and methods of instruction



Resources

- Compliance Monitoring Page

<http://www.isbe.net/bilingual/htmls/program-monitoring.htm>

- District Self-Assessment Checklist
- List of posted Monitoring Reports and approved Corrective Action Plans

- Example forms and translated copies (HLS, Notification, etc.)

<http://www.isbe.net/bilingual/htmls/forms-and-notifications.htm>

- Title III Accountability Page

<http://www.isbe.net/bilingual/htmls/titleIII.htm>

- Districts' AMAO reports and history



Division of English Language Learning

<http://www.isbe.net/bilingual/default.htm>

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